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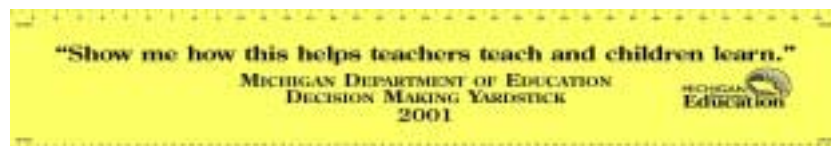


THOMAS D. WATKINS, JR
SUPERINTENDENT OF
PUBLIC INSTRUCTION

CHECKLIST



PREVENTING AND RESPONDING TO SCHOOL VIOLENCE



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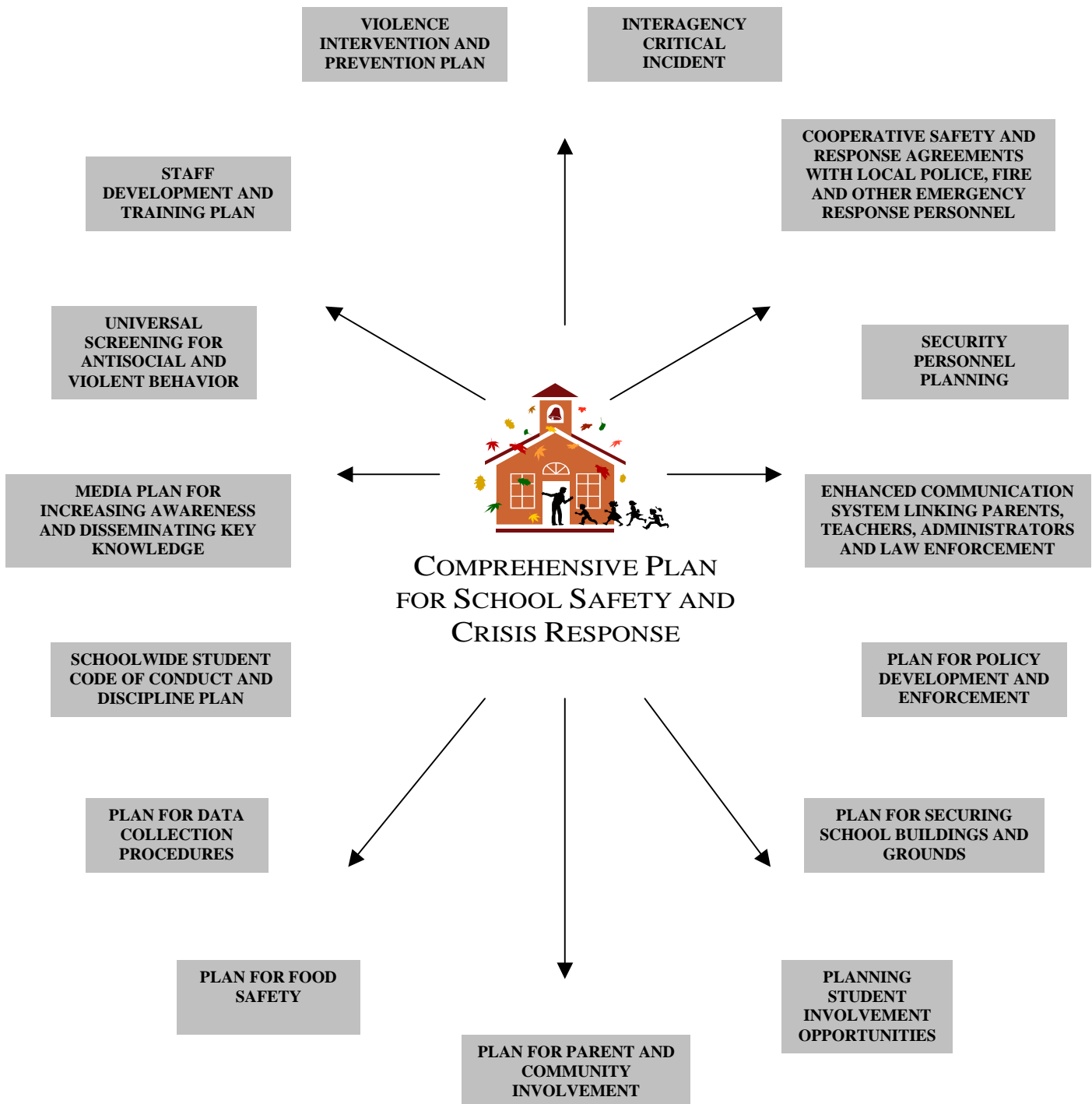
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CHECKLIST FOR PREVENTING AND RESPONDING TO SCHOOL VIOLENCE

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DEVELOPING A PLAN FOR SCHOOL SAFETY AND CRISIS RESPONSE



**CHECKLIST FOR
DEVELOPING A PLAN FOR SCHOOL SAFETY AND CRISIS RESPONSE**

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to school safety and response planning. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

SCHOOL SAFETY AND CRISIS RESPONSE PLANNING	YES	NO	IMPLEMENT	IMPROVE
The school has assembled a safe school planning committee represented by pupils, families, teachers, administrators, staff, social and mental health professionals, local law enforcement, fire and other emergency personnel, school board members, parents, and the business community.				
The safe school planning committee performs a school threat assessment, to develop and implement a safe schools plan. The threat assessment surveys the school's physical design, safety policies, and emergency procedures.				
Safe school planning should include, but not be limited to, the following: natural disasters; accidents; acts of violence; terrorism; and death.				
The planning committee networks with emergency response agencies to establish coordinated emergency management plans, including local Michigan State Police Emergency Management Coordinators, health providers and hospitals, law enforcement, fire, and other responders.				
The school provides local police, fire, and emergency response personnel with up-to-date copies of building floor plans, blueprints, schematics of school interiors, grounds, road maps of the surrounding area, evacuation routes, alternative evacuation routes, shelter sites, procedures for addressing medical needs, transportation, and emergency notification to parents.				
The school has executed written agreements or memorandums of understanding with the local law enforcement agency, fire and other emergency response personnel, hospitals, and the county prosecutor, setting forth protocols and procedures to be followed in the event of a terrorist attack, criminal, or violent incident occurring at school. The agreements set forth information-sharing protocols amongst the agencies.				
The school has established protocol with school personnel, school security/resource officers and the local law enforcement agency establishing protocol for custodial detention, which is holding a person in custody that is suspected of a crime.				
The school has executed a written agreement with school personnel, school security/resource officers and the local law enforcement agency, establishing protocol for investigative detention, which is the holding of a suspect without formal arrest during the investigation of the suspect's participation in a crime. Detention of this kind is constitutional only if probable cause exists.				
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.				
Local law enforcement provides after-hours patrols of the school site				
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.				
All school personnel, crisis teams, volunteers, parents and students are trained in recognizing and responding to warning signs of potential violence exhibited by trouble pupils.				
All school personnel and crisis teams are trained in emergency response procedures, biological, and chemical terrorism issues, and school personnel are trained in procedures for opening and delivering mail and issues related to suspicious packages.				

SCHOOL SAFETY AND CRISIS RESPONSE PLANNING	YES	NO	IMPLEMENT	IMPROVE
The planning committee networks with the Michigan State Police Emergency Management Division and local law enforcement, fire, and emergency responders to establish a critical incident response plan.				
The critical incident response plan includes protocol for evacuation of pupils, location of a facility to accommodate victim services away from the school building, and notification procedures for parents/guardians and the community.				
The critical incident response plan includes protocol for establishing the location of an emergency communications center as the single point of contact by parents and the community. All parents and pupils are provided with the contact information for the site. The communications center is located away from the school building.				
The critical incident response plan includes protocol for establishing the location of a physical facility as the single point-of-contact by the media and for press conferences, away from the school building, command post and the facility for student evacuation and victim services.				
The critical incident response plan anticipates the need to have a dedicated telephone line for media use that can be publicized.				
The school district provides for drug testing and Law Enforcement Information Network (LEIN) checks for all full and part-time employees in each school building (http://www.michigan.gov/dmb/0,1607,7-150-9131_9347-28301--,00.html).				
The school district screens all full and part-time employees and school volunteers through the Michigan Public Sex Offender Registry (http://www.michigan.gov/msp).				
The planning committee consults with legal counsel to ensure that the school's safety plan is in compliance with local, state, and federal statutes, including due process considerations for pupils being suspended or expelled, and the school's suspension and expulsion procedures.				
The planning committee consults with legal counsel regarding liability issues related to the safe school plan, such as failure to adhere to laws and policies; negligent responses to threats and acts of violence, and liability for violating pupils' rights.				
A procedure is developed for assigning responsibility to specific staff for turning off the gas, electricity, and alarms in the event of an emergency, and informs all staff of these assignments, with a back-up plan.				

CHECKLIST FOR POLICY DEVELOPMENT AND ENFORCEMENT

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to development and enforcement of policies. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

POLICY DEVELOPMENT AND ENFORCEMENT	YES	NO	IMPLEMENT	IMPROVE
The safe schools and assessment committee develops protocols for training and the periodic review, evaluation, and updating of the threat assessment process and safe school plan.				
The school has a clear anti-bullying policy that is incorporated into the written discipline policy and code of pupil conduct, clearly defining what constitutes bullying activity, and establishing rules, prohibitions, and consequences for bullying activity, that are available in written form to pupils, parents, school staff and community members.				
The school has a written discipline policy incorporated into a code of pupil conduct that is enforced equitably, and is available in written form to pupils, parents, school staff and community members.				
The school has written athletic codes of conduct for students and parents, clearly defining what constitutes acceptable behavior at sporting events and establishing rules, prohibitions and consequences for unacceptable behavior. The athletic code of conduct is incorporated in the school disciplinary code and is widely disseminated to students, parents, and the community.				
The Student Code and Disciplinary Policy are reviewed and updated annually.				
The school has a written policy restricting pupils from loitering in parking lots, hallways, bathrooms, and other areas, which is published in the student handbook/code of conduct.				
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.				
The school has a Crisis Management Plan in effect that is reviewed and updated annually.				
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.				
The school has implemented proactive security measures on campus, at school- sponsored activities, and on all school property, i.e., school buses.				
Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.				
Parents are an integral part of student discipline procedures and actions.				
Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.				
The policy provides a system whereby staff and students may report problems or incidents anonymously.				
Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.				
A policy is in place determining security technologies to be utilized in school buildings, i.e., metal detectors, alarms, intercom, cell phone, two-way radio, or mounted and hand-held camera monitoring systems.				

CHECKLIST FOR DATA COLLECTION PROCEDURES

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to procedures for data collection. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

DATA COLLECTION PROCEDURES	YES	NO	IMPLEMENT	IMPROVE
Violations of state and federal law are reported to law enforcement.				
An incident reporting procedure for disruptive incidents has been established.				
Records or data have been established and are analyzed to identify recurring problems.				
Accident reports are filed when a student is injured on school property or during school-related activities.				
The incident reporting system is reviewed and updated annually.				
Pursuant to <i>The Revised School Code</i> , MCL 380.1310a, the school reports to the state on an annual basis, the number of pupils expelled from the school district during the immediately preceding school year, with a brief description of the incident that caused each expulsion.				
Pursuant to <i>The Revised School Code</i> , MCL 380.1310a, the school reports to the state incidents of crime occurring at school within the school district or at a school-related event.				
Pursuant to <i>The Revised School Code</i> , MCL 380.1310a, the school collects and keeps current on a weekly basis the information required for the state report, and must provide the information within seven days, upon request.				
The school reports to the state pursuant to federal legislation, including but not limited to, data required by the Gun Free Schools Act Report (U.S.C. Title 20, Chapter 70, Part F, Section 8921), and the Unsafe Schools Choice Option requirements of the No Child Left Behind Act of 2001 (P.L. 107-110).				

CHECKLIST FOR INTERVENTION AND PREVENTION PLANNING

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to school intervention and prevention planning. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

INTERVENTION AND PREVENTION PLANNING	YES	NO	IMPLEMENT	IMPROVE
The school provides anti-bullying training to all school staff and provides training for pupils, including information about motivations behind specific incidents of bullying and sensitivity training.				
The school provides social skills training, enabling pupils to have positive and respectful interactions with other pupils, parents, faculty, and staff.				
The school provides or refers pupils to counseling services for psychological/emotional needs (grief, depression, anger management); social, academic and vocational development; pre-natal/reproductive and parental counseling; and counseling/training regarding anti-gang and anti-drug programs,				
The school has programs that promote positive values and character education.				
The school has programs that include responsible adults to mentor and serve as positive role models for pupils.				
Pupils have access to conflict resolution programs.				
Diversity awareness is emphasized.				
Programs are available for pupils who are academically at-risk.				
Pupils may seek help without the loss of confidentiality.				
Pupils and parents are aware of community resources.				
The school disseminates and advertises the state police school hotline number (1-800-815-TIPS) as well as any local school crime hotline numbers.				
Students are represented on the School Safety Team.				
The school provides opportunities for student leadership related to violence prevention and safety issues.				
The school provides adequate recognition opportunities for all students.				
Students are provided encouragement and support in establishing clubs and programs, etc., with a safety focus.				
Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations, etc.).				

CHECKLIST FOR PARENT AND COMMUNITY INVOLVEMENT

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to level of parent and community involvement. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT

PARENT AND COMMUNITY INVOLVEMENT	YES	NO	IMPLEMENT	IMPROVE
Evidence suggests that the community supports the school's programs and activities that teach safety and non-violence.				
School activities, services, and curricula reflect the characteristics of the students and the community.				
School safety planning reflects the neighborhood, including crime and hazardous conditions.				
Parents are an integral part of the school's safety planning and policymaking.				
Parents are aware of behavioral expectations and are informed of changes in a timely manner.				
Local businesses and other community groups are involved in the school's safety planning.				

CHECKLIST FOR STAFF DEVELOPMENT

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to staff development. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

STAFF DEVELOPMENT	YES	NO	IMPLEMENT	IMPROVE
The principal and administrative staff maintains a highly visible profile.				
Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.				
Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Management Plan.				
Administrators and staff are trained in personal safety.				
School security officers (NOT law enforcement) receive in-service training for their responsibilities.				
School Resource Officers (law enforcement) receive in-service training for their responsibilities.				
School volunteers receive training to perform their duties.				
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.				
School safety and violence prevention information is regularly provided as part of a school or system-wide staff development plan.				
Staff development opportunities extend to support staff, including secretaries, cafeteria workers, custodial staff, and bus drivers.				

CHECKLIST FOR SECURITY PERSONNEL

SECURITY PERSONNEL STANDARDS	YES	NO	IMPLEMENT	IMPROVE
This school employs trained security personnel or school resource officers, who may be provided by local law enforcement or private security organizations.				
Pre-employment background checks and drug testing are conducted for security personnel.				
School security personnel meet a standard for training and qualifications.				
Security personnel have clearly defined roles and responsibilities.				
Security personnel are involved in the school's safe school planning process.				
Security personnel are knowledgeable about youth service providers, both in and out of the school.				

CHECKLIST FOR BUILDINGS AND GROUNDS SAFETY AND SECURITY

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to safety and security of buildings and grounds. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

BUILDINGS AND GROUNDS SAFETY AND SECURITY SCHOOL EXTERIOR AND PLAY AREAS	YES	NO	IMPLEMENT	IMPROVE
School grounds are fenced. If yes, approximate height _____				
Gates are secured with secure padlocks and chains after-hours.				
Drug-free zone signs are posted.				
Signs are posted for visitors to report to main office through a designated entrance.				
Shrubs and foliage are trimmed to allow for good line of sight (3'-0"/8'-0" rule).				
All poisonous shrubs, trees, and foliage have been removed.				
Boundary edges are free from trees and telephone poles.				
Bus loading and drop-off zones are clearly defined.				
Access to bus loading area is restricted to other vehicles during loading/unloading.				
Staff are assigned to bus loading/drop off areas.				
Good visual surveillance of play equipment is possible.				
Vehicular access to play areas is restricted.				
Playground equipment has tamper-proof fasteners.				
Visual surveillance of bicycle racks is possible.				
Visual surveillance of parking lots from main office is possible.				
Accessible lenses are protected by some unbreakable material.				
All areas of school buildings and grounds are accessible to patrolling security vehicles.				
Driver education vehicles are secure.				
Students are issued parking stickers for assigned parking areas.				
Student access to parking area is restricted to arrival and dismissal times.				
A staff parking procedure is established, with license plates on file.				
Outside hardware has been removed from all doors except at points of entry.				
Ground floor windows: no broken panes; locking hardware in working order.				
Basement windows are protected with grill or well cover.				
If campus style, doors are locked when classrooms are vacant.				
There is a central alarm system in the school. If yes, insert brief description:				
High-risk areas (office, cafeteria, computer room, music room, shops, labs) are protected by high security locks and an alarm system.				
Unused areas of the school can be closed off during after school activities.				

BUILDINGS AND GROUNDS SAFETY AND SECURITY	YES	NO	IMPLEMENT	IMPROVE
There is two-way communication between: Classroom and main office: Duty stations and main office: Portable classrooms and main office:				
Students are restricted from loitering in corridors, hallways, and restrooms.				
"Restricted" areas are properly identified.				
Students are issued I.D. badges.				
There are written regulations restricting student access to school grounds and buildings.				
Entrances to school property can be observed from the school and are adequately secured after hours.				
Parking area has been designated for students who must leave school during regular hours to begin work.				
The school has developed a school bus rider attendance checklist for each bus and uses it daily.				

SCHOOL INTERIOR

BUILDING SAFETY AND SECURITY - SCHOOL INTERIOR	YES	NO	IMPLEMENT	IMPROVE
The entrance lobby is visible from the main office.				
Multiple entries to the building are controlled and supervised.				
Visitors are required to sign in.				
There is only one clearly marked and designated entrance for visitors.				
Proper identification is required of vendors, repairmen.				
Visitors are issued I.D. cards or badges.				
The hallways are properly lighted for safety.				
Bathrooms are properly lighted.				
Staff supervises bathrooms.				
The bathroom walls are free of graffiti.				
Doors accessing internal courtyards are securely locked.				
Stairwells are properly lighted.				
Exit signs are clearly visible and pointing in the correct direction.				
Switches and controls are properly located and protected.				
The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored.				
Directional lights are aimed at the building.				
Access to electrical panels is restricted.				
Mechanical rooms and other hazardous storage areas are kept locked.				
School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.				
The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.				

BUILDING SAFETY AND SECURITY - SCHOOL INTERIOR	YES	NO	IMPLEMENT	IMPROVE
If a classroom is vacant, pupils are restricted from entering the room alone.				
A student pass procedure is established, which is essential to gaining and maintaining control of traffic in the hallways, and identifying and locating pupils.				
Pupils are required to carry with them and/or wear their school photo IDs during school and at all school-related activities.				
Friends, relatives or non-custodial parents are required to have written permission to pick up a pupil from school.				
Pupils are required to have written permission to leave school during school hours.				
Full and part-time staff, including bus drivers, are issued I.D. cards or other identification.				
There are written regulations regarding access and control by school personnel using the building after school hours.				
There is a "closing checklist" for custodial staff, to secure all areas. Staff are required to walk around inside and outside the facility to check off that all doors are secure and all windows are closed.				
Faculty members are required to lock classrooms upon leaving.				
A record of health permits is maintained.				
A record of fire inspections by the local or state fire officer is maintained.				
Pupils are not allowed to open school mail.				
If possible, limit opening of mail to one individual staff member, in a room separate from open, main office areas.				
All school staff are trained on the use of fire extinguishers and provided with a map of each hall where extinguishers are located.				
Random locker checks are conducted on a regular basis.				
Random locker checks with drug sniffing dogs are conducted on a regular basis.				
Where does vandalism, if present, take place? Check all that apply. Classrooms _____ Hallways _____ Toilets _____ Locker Rooms _____ Play Areas _____ Other _____				
During what period of the day does vandalism occur? Check all that apply Before School _____ After School _____ During School Hours _____ Weekends _____				
If present, where do assault and battery incidents take place? During what period of the day do these incidents happen? Check all that apply. Before School _____ After School _____ Change of Class _____ Lunch Period _____ Other _____				

CHECKLIST FOR ADMINISTERING, STORAGE AND ACCESS TO MEDICATIONS IN SCHOOL

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to pupil medications at school. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

PUPIL MEDICATIONS AT SCHOOL	YES	NO	IMPLEMENT	IMPROVE
The school has adopted policies and guidelines for administering medications to pupils at school according to the Michigan Department of Education Model Policy and Guidelines: (http://www.michigan.gov/documents/Medication_Policy_Nov_25_2002_51010_7.pdf).				
The school has a plan for handling medical emergencies.				
Medications are stored in locked, vandal-proof, fireproof containers or vaults.				
Medical files or records are maintained in locked, vandal-proof, fireproof containers or vaults.				
Vital pupil medication and medical records are duplicated weekly and stored offsite.				
The school has included an emergency medical coordinator who is responsible for accessing medical records in an emergency and coordinating medical assistance on-site and off-site.				
The school has coordinated a crisis response plan with designated health providers/hospitals, to share school medical records of pupils requiring medication at school.				

CHECKLIST FOR FOOD SAFETY PLANNING

DIRECTIONS: Use the following checklist to assess the school's strengths and weaknesses related to food safety. An element may be in place (check YES) but at a minimal level (check IMPROVE). If the element is missing, check NO. If the school plans to implement this missing criteria or function, check IMPLEMENT.

FOOD SAFETY PLANNING	YES	NO	IMPLEMENT	IMPROVE
Ensure that food service professionals remain vigilant in applying the rules of food safety and sanitation that are employed every day.				
Train food service staff in proper receiving techniques and what to do if something appears to be abnormal in any food they handle. In the case of apparent food abnormalities or suspicious criminal activity, immediately alert the local law enforcement agency.				
Check the Michigan Departments of Agriculture and Education web sites for notice of food recalls and safety alerts: http://www.michigan.gov/mde and http://www.michigan.gov/mda				
Ensure that all after-hours deliveries are placed in a secure area.				
Make changes necessary to have all products delivered and received by trained personnel, and do not accept products that are suspicious.				
Supervise off-loading of incoming products and merchandise.				
Maintain security logs for checking all mechanical and motorized equipment.				
Check for identification of food delivery drivers and check to see if the trucks are sealed and locked upon arrival and while they are making other deliveries.				
Loading docks are controlled and supervised.				
Conduct security checks of the loading docks, including after-hours.				
Unauthorized personnel cannot enter the food service area from the cafeteria serving line, an unsecured back door or loading dock at any time.				
In addition to restricting entry to schools (check-in/check-out procedures at a security point, requiring proof of identity and issuing visitors badges), restrict access to food handling and storage areas, including the delivery personnel and truck drivers.				

FOOD SAFETY PLANNING	YES	NO	IMPLEMENT	IMPROVE
Store cleaning and sanitizing agents, pesticides, and other hazardous materials away from the general food supply, and label all products to avoid confusion and accidental contamination.				
Secure and monitor storage areas for food, cleaning and sanitizing agents, pesticides, and hazardous chemicals, to ensure appropriate temperature, cross-contamination, and tampering control.				
Conduct daily security checks of the premises for signs of tampering with products or equipment, unusual situations, or areas that may be vulnerable to tampering.				
Perform routine and random food security inspections of the facility, including receiving and warehousing areas and intrusion detection systems. Use of a third party or in-house security expert is recommended.				
Conduct pre-hiring screening for all food service employees, including seasonal, temporary, contract, and volunteer employees. This might include verifying work references, address and phone numbers, checking immigration status with the U.S. Immigration and Naturalization Service when appropriate, performing criminal background checks, and drug testing.				
Watch for unusual behavior by new employees or workers, such as staying unusually late or arriving unusually early.				
Provide locks for all lockers provided to employees for changing clothes. Management would have a master key and authority to enter lockers for periodic safety and security reviews.				

IDENTIFYING WARNING SIGNS OF POTENTIAL VIOLENCE

Learn to identify characteristics of persons who exhibit warning signs of potential violence. Those who display these signs should be referred to appropriate agencies or individuals such as counselors, parents, law enforcement, and social, medical, and mental health services. When deciding whether and where to make referrals, one should consider applicable regulations concerning parental consent, confidentiality, and mandatory reporting requirements.

These signs simply mean that a child appears to be troubled, and violence might be one of the possible outcomes of this distress. Neither stigmatize children nor assume that they will be violent just because they are at risk for such behavior. Other warning signs may also exist. Consequently, this list should not be considered all-inclusive, and certain items and combinations may be far more indicative of a potential problem than others. The signs include:

- Has engaged in violent behavior in the past.
- Has tantrums and uncontrollable angry outbursts abnormal for someone that age.
- Continues exhibiting antisocial behaviors that began at an early age.
- Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
- Often engages in name-calling, cursing, or abusive language.
- Has brought a weapon or has threatened to bring a weapon to school.
- Consistently makes violent threats when angry.
- Has a substance abuse problem.
- Is frequently truant or has been suspended from school on multiple occasions.
- Seems preoccupied with weapons or violence, especially associated with killing humans than with target practice or hunting.
- Has few or no close friends despite having lived in the area for some time.
- Has a sudden decrease in academic performance and/or interest in school activities.
- Is abusive to animals.
- Has too little parental supervision given the pupil's age and level of maturity.
- Has been a victim of abuse or been neglected by parents/guardians.
- Has repeatedly witnessed domestic abuse or other forms of violence.
- Has experienced trauma or loss in their home or community.
- Pays no attention to the feelings or rights of others.
- Intimidates others.
- Has been a victim of intimidation by others.
- Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
- Seems to be preoccupied with TV shows, movies, video games, reading materials, or music that express violence.
- Reflects excessive anger in writing projects.
- Is involved in a gang or antisocial group.
- Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, which appear greater in magnitude, duration, or frequency than those typically experienced by pupils that age.
- Expresses sadistic, violent, prejudicial, or intolerant attitudes.
- Has threatened or actually attempted suicide or acts of unfashionable self-mutilation.

Guide for Preventing and Responding to School Violence, International Association of Chiefs of Police, 1999.

STATE AND FEDERAL RESOURCES

At the direction of the Governor's office, the Michigan State Police (MSP) Emergency Management Division, Homeland Security Section (<http://www.michigan.gov/msp>), has been identified as the coordinator, facilitator, and focal point for all state agency legislative initiatives concerning terrorism. The Director of the MSP is the State Director of Emergency Management. The Director maintains an Emergency Management Division within the Department of State Police. This division coordinates the comprehensive emergency management activities of state and local government. Each county has an appointed emergency management coordinator and enabling legislation creating an emergency management program. Coordination between the MSP and local emergency management programs is accomplished through a district coordinator assigned to each of the eight Emergency Management Division districts in the state. The emergency management system is based on coordination between local emergency management programs, appointed state department emergency management coordinators, and the Emergency Management Division. Comprehensive emergency management activities are accomplished through these recognized single point-of-contact channels.

When an incident occurs, local police and fire services are normally the first to respond. They initially assess the situation, determine its scope and magnitude, and determine if additional assistance is required. Additional agencies may become involved, depending on the nature of the incident. The local emergency management coordinator is notified and monitors the situation. If conditions warrant, the Emergency Management Division District Coordinator is notified and, in conjunction with the local emergency management coordinator, assesses the situation and recommends the personnel, services, and equipment that is needed.

Each county in Michigan has a Michigan State Police (MSP) emergency management program that works closely with local volunteers to deal with unmet needs in a wide range of emergency and disaster situations. The following Internet address is a directory of local MSP Emergency Management Programs: <http://www.msp.state.mi.us/division/emd>.

The MSP has a Site Emergency Planning Workbook posted at http://www.michigan.gov/documents/msp_pub602_site_planning_8707_7.pdf.

The Michigan Department of Community Health (MDCH) has in place a bioterrorism preparedness plan, funded through a multi-year grant from the Centers for Disease Control and Prevention (CDC). Working cooperatively with the Michigan State Police, FBI, local health departments, Michigan National Guard, emergency medical service representatives, poison control centers, area physicians and hospitals, MDCH continues to focus on this extremely important area. For more information from the Department of Community Health, access the following Internet site: <http://www.michigan.gov/mdch>.

The Michigan Department of Agriculture (MDA) regulates food processors and has oversight for food safety in Michigan. The MDA Food and Agribusiness Division can be accessed at <http://www.michigan.gov/mda>. The MDA has met with over 40 organizations and communicated with various agricultural industries regarding possible terrorism threats, urging them to enhance security, develop emergency plans, and report suspicious events.

The goal of any terrorist attack is to induce widespread fear and panic. Effective education and communication will help assure the community that the situation is being addressed competently and quickly. Information is available at FDA web site, <http://www.fda.gov/oc/opacom/hottopics/bioterrorism.html>. Information regarding school building security can be accessed at <http://www.ncjrs.org/school/state.html>, *The Appropriate and Effective Use of Security Technologies in U.S. Schools, A Guide for Schools and Law Enforcement Agencies*, U.S. Department of Justice.

Additional information related to food safety can be accessed at: <http://www.usda.gov/special/biosecurity/safeguard.htm> (USDA web page); <http://www.cfsan.fda.gov/~dms/fsterr.html> (FDA web page on Food Safety and Terrorism); <http://www.foodsafety.gov/~fsg/bioterr.html> (Gateway to Government Food Safety Information); <http://www.foodsafety.gov/~dms/fs-toc.html> (National Food Safety Programs); <http://www.cfsan.fda.gov/~dms/secguid.html> (FDA web site); <http://www.fda.gov/oc/opacom/hottopics/bioterrorism.html> (another FDA web site); and <http://seafood.ucdavis.edu/consumer/foodsafety.htm> (UC Davis Site)

CRISIS AND EVACUATION KITS

The following items should be gathered together and located at strategic locations inside and outside of schools. Common locations include principals' offices, local fire and police departments, police car trunks, and specially designated places in all areas of schools. Information in the crisis kits should be updated periodically as appropriate. A laptop computer, printer, and copier are required for immediate use.

- Name tags.
- Notebooks.
- Pens & markers.
- Hand radios.
- Batteries.
- First aid supplies.
- Tape.
- Blankets.
- Megaphone.
- Tools.
- Separate placards with directional words such as PARENTS, COUNSELORS, MEDIA, CLERGY, VOLUNTEERS, KEEP OUT.
- Caution tape.
- Copies of pupil records, especially health and identification.
- Attendance rosters.
- Bus rosters and routes.
- Emergency response telephone numbers.
- Pupil, teacher, and staff home phone numbers and emergency contacts.
- Telephone directory for school system.
- List of teachers with cell phones and their cell phone numbers.
- Current yearbook, class photos, pupil IDs, or if available, CD-ROM photo databases.
- Schedules of pupils, teachers, and staff available.
- School sites' layouts, building floor plans, and aerial maps.

Guide for Preventing and Responding to School Violence, International Association of Chiefs of Police, 1999.

Guidelines for Media in Covering On-Going Crisis Situations

In covering an ongoing crisis situation, journalists are advised to:

- Always assume that the hostage taker, gunman or terrorist has access to the reporting.
- Avoid describing with words or showing with still photography and video any information that could divulge the tactics or positions of SWAT team members.
- Fight the urge to become a player in any standoff, hostage situation or terrorist incident. Journalists should become personally involved only as a last resort and with the explicit approval of top news management and the consultation of trained hostage negotiators on the scene.
- Be forthright with viewers, listeners or readers about why certain information is being withheld if security reasons are involved.
- Seriously weigh the benefits to the public of what information might be given out versus what potential harm that information might cause. This is especially important in live reporting of an on-going situation.
- Strongly resist the temptation to telephone a gunman or hostage taker. Journalists generally are not trained in negotiation techniques, and one wrong question or inappropriate word could jeopardize someone's life. Furthermore, just calling in could tie up phone lines or otherwise complicate communication efforts of the negotiators.
- Notify authorities immediately if a hostage taker or terrorist calls the newsroom. Also, have a plan ready for how to respond.
- Challenge any gut reaction to "go live" from the scene of a hostage-taking crisis, unless there are strong journalistic reasons for a live, on-the-scene report. Things can go wrong very quickly in a live report, endangering lives or damaging negotiations. Furthermore, ask if the value of a live, on-the-scene report is really justifiable compared to the harm that could occur.
- Give no information, factual or speculative, about a hostage taker's mental condition, state of mind or reasons for actions while a standoff is in progress. The value of such information to the audience is limited, and the possibility of such characterizations exacerbating an already dangerous situation is quite real.
- Give no analyses or comments on a hostage-taker's or terrorist's demands. As bizarre or ridiculous (or even legitimate) as such demands may be, it is important that negotiators take all demands seriously.
- Keep news helicopters out of the area where the standoff is happening, as their noise can create communication problems for negotiators and their presence could scare a gunman to deadly action.
- Do not report information obtained from police scanners. If law enforcement personnel and negotiators are compromised in their communications, their attempts to resolve a crisis are greatly complicated.
- Be very cautious in any reporting on the medical condition of hostages until after a crisis is concluded. Also, be cautious when interviewing hostages or released hostages while a crisis continues.
- Exercise care when interviewing family members or friends of those involved in standoff situations. Make sure the interview legitimately advances the story for the public and is not simply conducted for the shock value of the emotions conveyed or as a conduit for the interviewee to transmit messages to specific individuals.
- Go beyond the basic story of the hostage-taking or standoff to report on the larger issues behind the story, be it the how and why of what happened, reports on the preparation and execution of the SWAT team, or the issues related to the incident.

In covering a pending raid or law enforcement action, journalists are advised to:

- Be extremely cautious to not compromise the secrecy of officials' planning and execution. If staking out a location where a raid will occur or if accompanying officers, reporters and photographers should demonstrate great caution in how they act, where they go, and what clues they might inadvertently give that might compromise the execution of the raid. They should check and double-check planning efforts.